

# Adapted Sports

Presented by  
WCU Graduate Adapted Physical Education

# **BEEP BASEBALL**

## **History**

In 1976 the National Beep Baseball Association (NBBA) was organized for visually impaired adults to play baseball. The NBBA organizes competition at the local, state, and regional levels each year.

## **Basic Rules**

### **How to Play**

Beep baseball consists of 6 innings, unless extra innings are needed to break a tie. There are three outs in each inning. The batter is allowed four strikes and one pass ball. When the ball is hit, one of the bases (1<sup>st</sup> or 3<sup>rd</sup>) will be activated and produce a buzzing sound. If the batter reaches the activated base before the ball is fielded, a run is scored. Unlike baseball, players do not run from base to base.

### **Equipment**

Two blue bases are used for first and third base, as there is no second base in beep baseball. Each base is 100 feet down the respective lines and 10 feet outside of the foul lines. Each base must be between 48" and 54" inches high and 8" to 10" in diameter. The bases can be shaped as a square, cylinder or cone and weigh no more than 5 pounds. Each of these bases has a sound device that makes a "buzz" sound when activated.

Home plate is a white base with five sides and does not have a sound.

The ball is similar to a softball and weighs about 16 ounces. The inside of the ball is hollow and has a sound device inside that can easily be turned on and off. It can also be recharged.

The bat used to hit the ball should meet slow-pitch softball standards.

Leather gloves or mitts may be worn by all players in the field.

### **Field**

Beep baseball is played on a grass field. Bases include home plate, first base, and third base. First and third base are placed 100 feet from home plate and ten feet outside of the foul line to prevent runners and fielders from colliding.

### **Players**

All players on the team line up should be visually impaired with the exception of the pitcher, catcher, and spotters. Sighted teammates may also play as a fielder/batter if they are blindfolded and no other visually impaired player is available to play.

Each team has 6 fielders that fill the following positions: first base, third base, short stop, left field, right field, and center field). It is mandatory for each batter and fielder to wear a blindfold.

### Pitching

The pitcher is required to have one foot in contact with the pitching mark at the time of release and must give 2 verbal signals when pitching to the batter: "ready" and "pitch." Each pitch will be declared as a strike, pass (ball), foul hit, or dead ball by the umpire. The pitcher is not a fielding position, so he must avoid touching the ball.

### Batting

Similar to baseball, all batters must bat in the order of the line up given to the head umpire at the beginning of the game.

A batter receives a strike when the ball is swung at and missed, the ball is foul tipped or foul hit with less than four strikes, batter takes more than 30 seconds to take position in the batter's box, or the batter does not swing at a pitch when he has already taken a pass.

### Base Running

Once a fair ball has been hit, the batter will run towards the base that has been activated by the spotter. If the batter touches the base before the fielder can catch/pick up the ball, he has scored a run.

### Spotters

When the ball is hit one spotter will call out a number to signal the direction that the ball is travelling. Only one spotter may make this call, and no other verbal cues may be given. Otherwise, the run is scored. The spotter also makes sure that players do not collide.

### Terms

<b>Home Run</b>	Hit that travels 180 feet in the air over fair territory (Runner has 30 seconds to touch the base).
<b>Passed Ball</b>	Pitched ball that is not struck by the batter. The batter is allowed one without penalty, and additional passed balls are called strikes.
<b>Run</b>	Score made by runner who legally runs and touches activated base before defense touches the ball.
<b>Spotter</b>	Non-playing member of defensive team to assist fielders.
<b>Strike Out</b>	Four strikes

# Goalball

**Value:** Respect for sporting achievement  
**Activity:** Practicing Goalball skills

## GENERAL GOAL

Students gain respect for the sporting performance of athletes with blindness/visual impairment.

## SPECIFIC GOALS

- To learn about the rules of Goalball.
- To gain understanding of the spatial awareness and object orientation skills of Goalball players.
- To gain respect for the sport abilities of Goalball players.

## ENVIRONMENT

- Indoor/outdoor. Quiet space, undisturbed by other ongoing activities.
- Create tactile markings of the court boundary lines by placing tape over a rope or cord.

## SUGGESTED EQUIPMENT

- Blindfolds for all participants.
- Goals.
- Bell balls or objects of varying size which make sound (e.g., bells in volleyballs, beep baseball).

## PEOPLE INVOLVED IN THE ACTIVITY

Session leader, assistants and athletes with blindness/visual impairment (if available).

## REQUIRED KNOWLEDGE

Students should gain awareness and information about persons/athletes with blindness/visual impairment. It is suggested that activity 9: Vision is conducted in every group prior to the Goalball activity. In doing this, the students gain the necessary background information.

## STARTING THE ACTIVITY

The session leader gives a brief introduction of Goalball through video fragments and photographs (provided on the PSD DVD), which give the children a mental picture of the sport. If possible, a live demonstration by Goalball athletes would be beneficial.

Photo © Lieven Coudenys



throwing



*Photo: Lillian Goodenys*

anticipate



*Photo: Lillian Goodenys*

blocking



*Photo: Lillian Goodenys*

#### GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- Use eye masks instead of blindfolds to simulate different types of visual impairment (see Activity 9: Vision).

#### GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- Students act as referees for their peers during the game.
- Students can play regulation games against Goalball players with blindness/visual impairment.

#### REFLECTION

In order to reach the desired goals of this activity, it is extremely important that in the reflection process, the session leader emphasizes the challenges experienced during the activity. Through a group discussion, the session leader emphasizes that persons with blindness/visual impairment can practice a challenging sport such as Goalball through precision and skill.

#### Sample Questions:

- How did you feel playing Goalball? What did you find the most difficult?
- Do you think Goalball is real sport? Should it be played during the Paralympic Games?
- Do you think it is easy to become an elite Goalball player? What are some of the criteria to become an elite Goalball player?
- How would you describe a person who has blindness/visual impairment? What difficulties could they face in daily living?
- How might they overcome those difficulties?



## RUNNING THE ACTIVITY

### Auditory perception

Groups of 6-8 students sit in a circle blindfolded, with one child sitting/standing in the middle of the circle. The students pass a noise making object or ball around the circle. The student in the middle tries to:

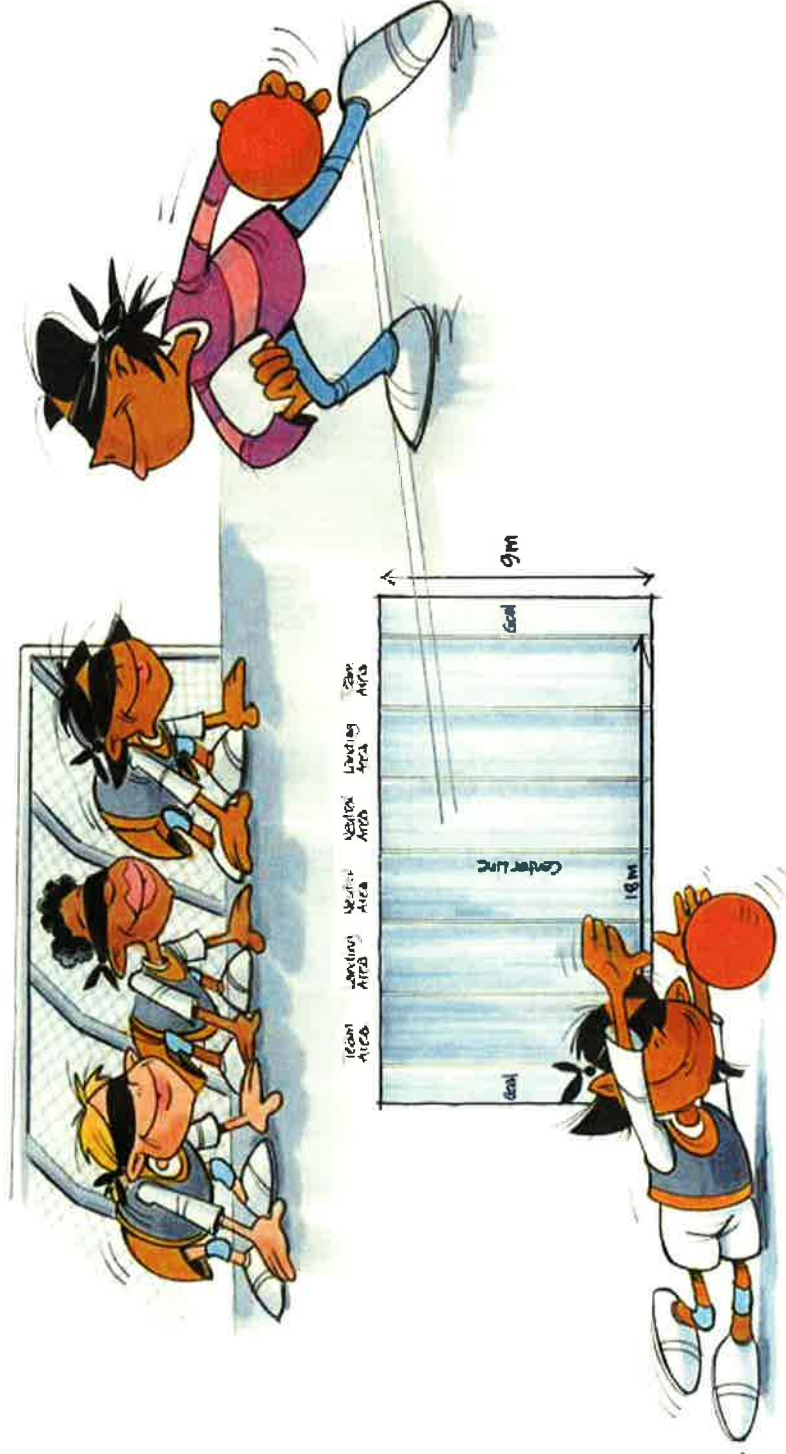
- Indicate the location of the object/ball by pointing to it
- Catch the object/ball.

### Practising throwing/rolling and catching skills

- Two students opposite to each other try to pass from standing, kneeling and lying positions, with varied distances.
- Practising the 'Goalball move': throw the ball from standing position, wait for the ball in the kneeling position and block the ball in the lying position.
- Two students opposite each other. Each tries to score by hitting the wall behind the opposite player, who defends.
- Same exercise in teams of 2 x 2.
- Goalball game: 3 x 3.

Basic Goalball rules should be explained during the exercises.

It is extremely important that the session leader puts an emphasis on safety issues throughout this activity. Goalball is an active game and requires direct bodily contact and the use of blindfolds. Therefore, it is important that the session leader is aware of specific safety precautions. Risks are bumping into walls, other students and/or tripping over equipment. It is necessary for the session leader to create a safe environment where the students are within marked boundaries, where there is no likelihood of accident. Boundaries can be made using rope taped to the floor, to create a textured line, or change in surface height. The session leader should emphasize the importance of using auditory stimuli to assist spatial awareness, to help orientate the students when playing.



# how to play goalball

The rules and actual game play of Goalball is extremely simple to learn, but it takes years to master the sport.

**History:** Goalball was invented in 1946 by an Austrian, Hanz Lorencezen and a German, Sett Reindle. It was used for sport and rehabilitation post WWII specifically for blind veterans. It became an official Paralympic Sport at the Arnhem 1980 Paralympic Games.

**Court:** The official court is 9m x 18m (standard gymnasium volleyball court).

**Team area:** The two teams play at either end of the court, the team area measures 3m x 9m. Inside the team areas, there are player orientation marks consisting of two 1.5m wing lines and one 0.50m centre line (see picture).

**Objective:** Simply roll the ball on the floor in a bowling motion and have the ball completely cross over the opposing team's goal line, scoring a point.

**Playing time:** 14 minutes (two x seven minute halves) and a three minute brake to change ends.

**Blindfolds:** All team members must wear blindfolds at all times during the game.

**Time limits:** Upon receiving control of the ball, the team has only eight seconds to throw the ball back to the opposing team.

**Throwing:** The ball must be rolled or bowled on the floor rather than thrown.

**Dead ball:** When the ball has stopped moving and the players are unaware of it's location. The ball is then returned to the closest player, usually the winger.

**Out:** When the ball rolls over the outside lines, the ball is turned over to the other team.

Did you know...?

There is no 'one best way' to throw the ball. Throws can be hard and fast or soft and slow - it is all about strategy!



The official rules of Goalball can be found at [www.ibsa.es](http://www.ibsa.es).

## LINKS

Website: [www.paralympic.org/release/Summer\\_Sports/Goalball](http://www.paralympic.org/release/Summer_Sports/Goalball)  
PSD Manual: Section Two, Chapter 8



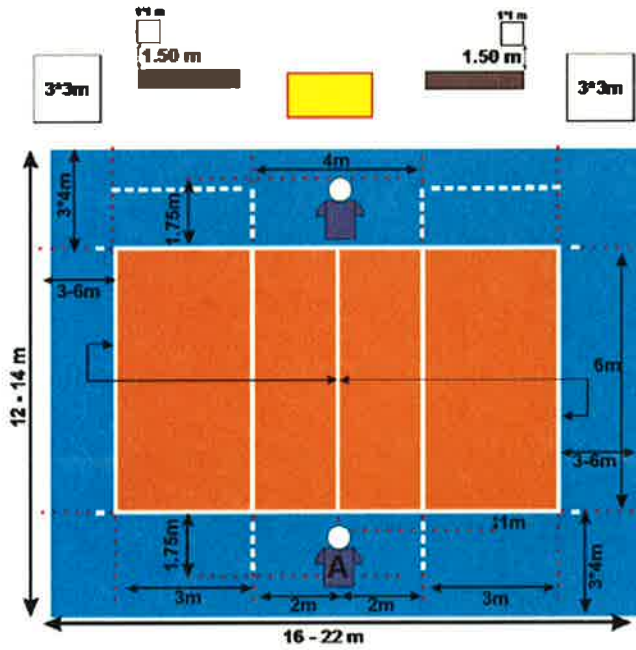
## Sitting Volleyball

Sitting Volleyball was introduced to the world at the Arnhem 1980 Paralympic Games.

It requires a smaller court (10m x 6m) and a lower net, and the game is considerably faster than standing volleyball. It's played in a best-of-five set format, and the first to reach 25 points (with at least a 2-point lead) wins the game.

Teams consist of mixed classes in male and female events, with six on the court at a time. At all times, an athletes' pelvis must be touching the ground, and service blocks are allowed.

At the London 2012 Games, 198 athletes will compete in the sport.



## Classroom Modifications

Use a Different Size Ball - Beach balls and balloons move slower in the air requiring less reaction time

**Larger or Smaller Court** – Changing the size of the court allows more or less movement by participants

More or Less Players – Changing the number of players on the court allows more or less competition

Play One Bounce – Allows participants who are beginning to get used to playing the game.

Sitting Volleyball can also be played in a classroom with students sitting in chairs.

## Resources

# USA Volleyball

## USA Club Sitting Volleyball

## World Organization Volleyball for Disabled (WOVD)

International Paralympic Committee

[www.usavolleyball.org](http://www.usavolleyball.org)

[www.sittingvolleyball.org](http://www.sittingvolleyball.org)

<http://www.wovd.info>

<http://www.paralympic.org/sport/sitting-volleyball>



## **Sitting Volleyball Games**

### **Little Caterpillar**

Equipment: balloons, beach balls

How to play:

1. Divide into groups of 5-7 children and ask them to sit on the floor one after another and form a little Caterpillar.
2. Each little Caterpillar moves around. Players can use any part of their body to touch the balloon and keep it in the air.
3. Little Caterpillar can use only upper part of the body to keep the balloon in the air.
4. Combine smaller Caterpillars into one large Caterpillar.

Note: Players should sit on the floor one after another at such distance that extended hands of the player reach the player in front of him. Make further restrictions on parts of the body that can be used. Replace balloons with beach balls.

### **Circle Volley**

Equipment: beach balls, foam volley balls

How to play:

1. Players form a circle sitting on the floor and hold hands.
2. Children in the circle move closer into the centre and with their hands try to prevent the beach ball from touching the floor.
3. Stay in a circle while bouncing the ball and moving around.

### **Ball of Fire**

Equipment: One volleyball per team

How to play:

1. Sit in a circle, at least five feet from any other player.
2. The ball is volleyed, using the set pass, to any other player on the circle.
3. This person must catch the ball and then volley to another player and so on.
4. As the ball is being volleyed and caught, the instructor blows a whistle.
5. The player who is in possession of the ball must sit down in the center of the circle while the others continue to volley, until one person remains.

### **Variations:**

For younger players, use beach balls, foam rubber balls, etc.

1. Use throwing and catching rather than volleying.
2. Use the bump rather than the set.
3. Use two or more fire balls in each circle.

### **Odd Ball**

Equipment: Seven volleyballs (or other types of balls) per game

How to play

1. One team is on each side of the net, with three or four balls in its possession.
2. On a signal, each team throws the balls to the other team, and continues to do so as soon as they are caught.
3. You want as few balls as possible on your side of the net at the end of the designated amount of time.
4. One point is given for each ball in the team's possession at the end of the game, and the team with the lowest score is the winner.
5. **Variations:**
6. Set, serve, or bump rather than throw and catch



Australian Government  
Australian Sports Commission

DISABILITY EDUCATION PROGRAM

# DEP Activity Card

## Sitting Volleyball

**Sitting Volleyball:** An alternative version to traditional standing volleyball using a smaller court and lower net.  
Sitting Volleyball is a Paralympic sport.

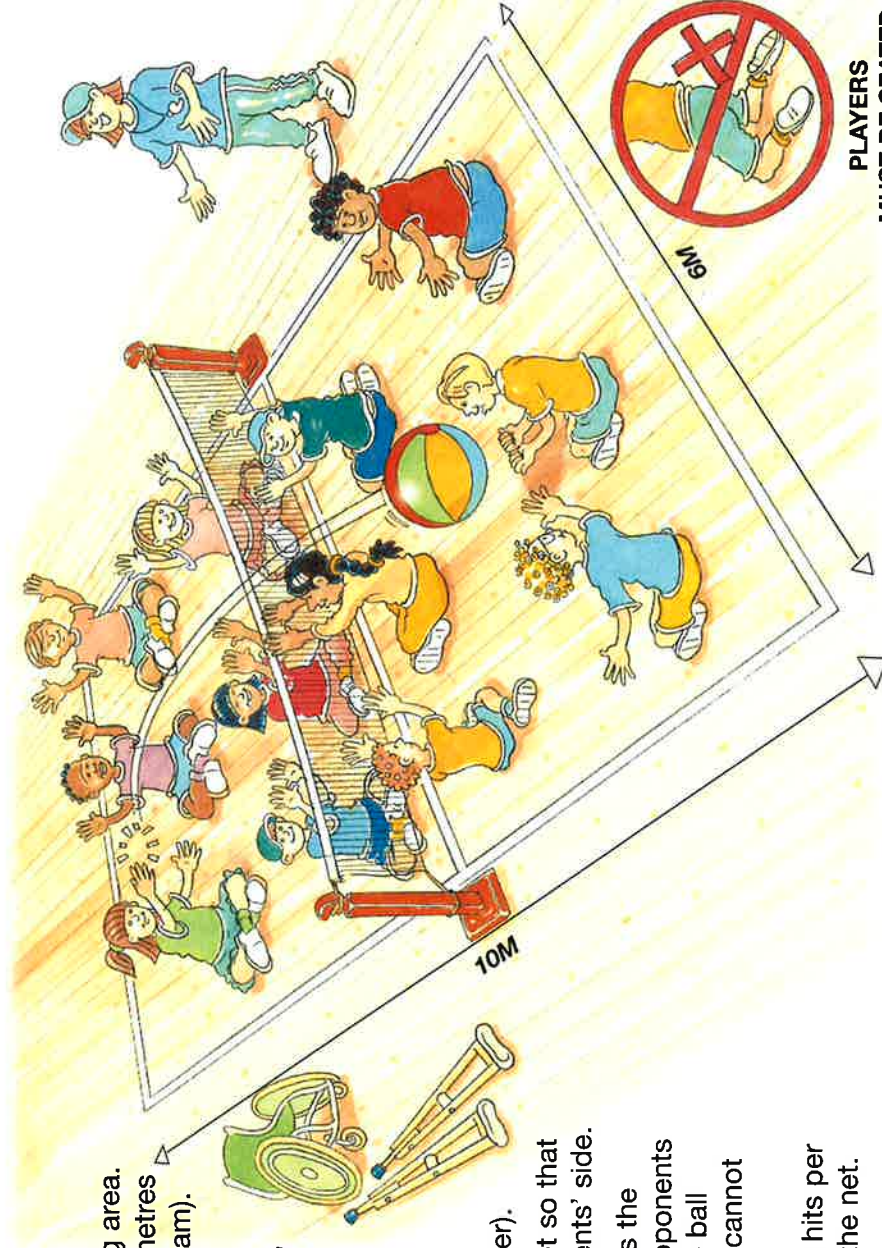
### Playing the Game

#### What you need

- Any suitable indoor or outdoor playing area. Ideally the court should measure 10 metres by 6 metres (see illustration and diagram).
- Net or rope (with ribbons).
- Beach ball, light plastic or rubber ball, or standard volleyball.

#### What to do

- Played by 2 teams of 6 players (or any suitable number).
- Players must be seated (see Rules over).
- Teams try to send the ball over the net so that it touches the ground on their opponents' side.
- 'Rallies' continue until the ball touches the ground, the ball goes 'out', or their opponents fail to return it. A point is scored if the ball lands in the opponents' court or they cannot return the ball.
- Normally there is a maximum of three hits per team after which the ball must cross the net. This can be increased for beginners.



# Sitting Volleyball

Use the **TREE** model to modify this game.  
Try the modifications suggested below or devise your own.

- Teaching style**
- Encourage players to build up their skills and introduce the rules gradually.
  - For example, do not penalise 'double' hits in the beginning.  
Or allow more than three team hits before the ball crosses the net.

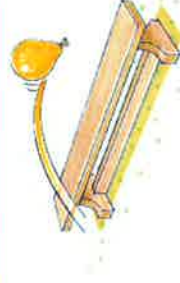
- Rules**
- In competitive sitting volleyball, the net should be 1.15m high (1.05 for women). Try setting the net at different heights to suit the age or ability of the players. Or play without a net!
  - Allow the players to play the ball off one bounce initially.
  - Part of a players back from buttocks to shoulders has to be in contact with the floor/ground when playing the ball.

- Equipment**
- Try using different types of ball:

- lightweight balls,
- slower-moving balls,
- even balloons initially.

- Experiment with different kinds of net or barrier. Try using a solid barrier like chairs or a wooden bench. How does this change the game?

- Environment**
- Vary the size of the court to suit the number of players.  
For example, if there are more players, use a bigger space.  
(However, if some players become less involved, it may be better to divide the group into 4 teams and play two games!)



## Sitting Volleyball

### Safety

- Play sensibly – make sure that players have personal space.
- Players who may be sensitive to rough surfaces should sit on a mat or soft area.

### Questions

- What ideas can you introduce to help keep the rallies going for longer?
- What can you do to make sure that all the players are equally involved.

### Other games to play

Sitting volleyball can lead into other games:

- standing volleyball
- other net games

### Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.



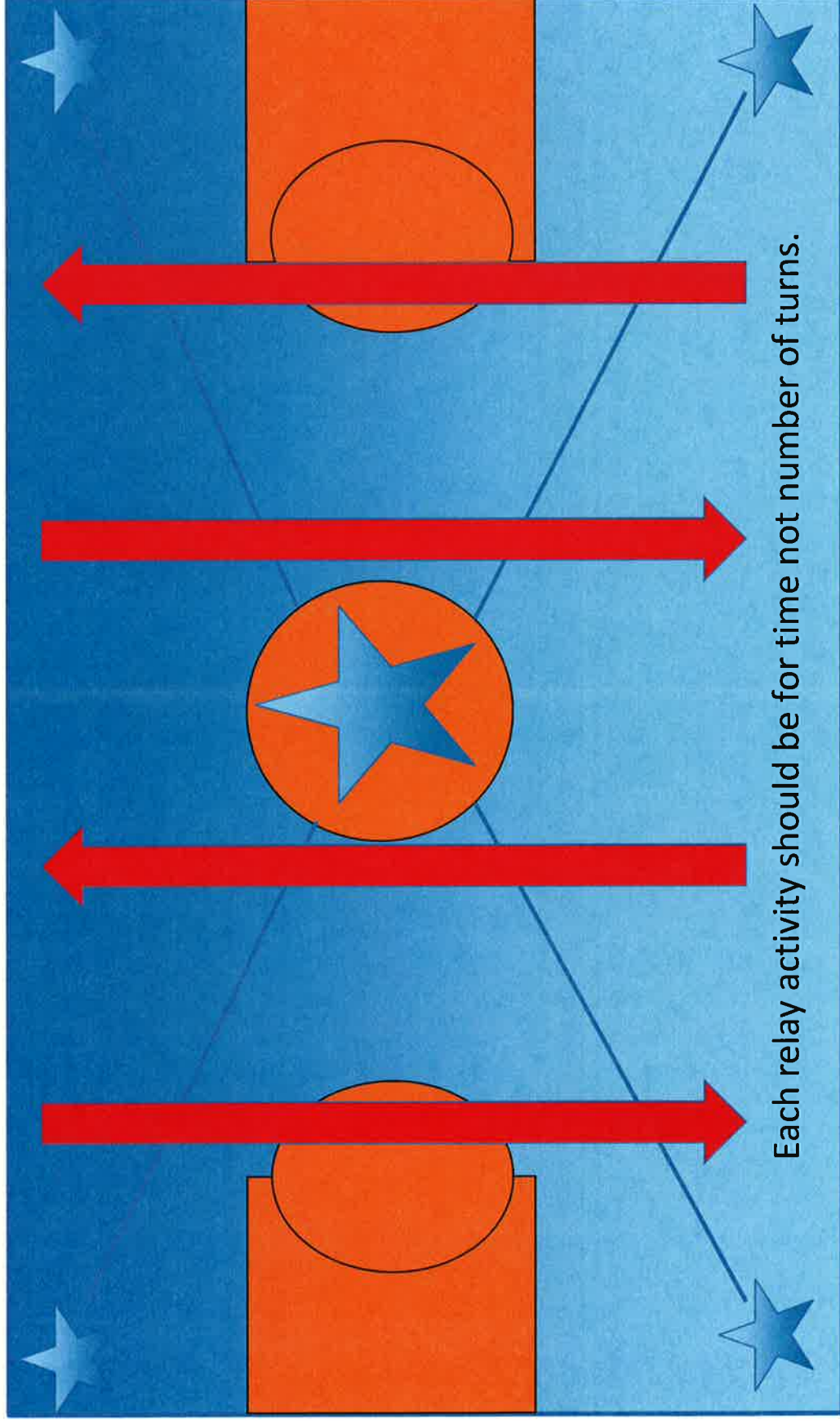
Teaching style • Rules • Equipment • Environment



Have students start on corners and relay to the middle.

# RELAY STYLE

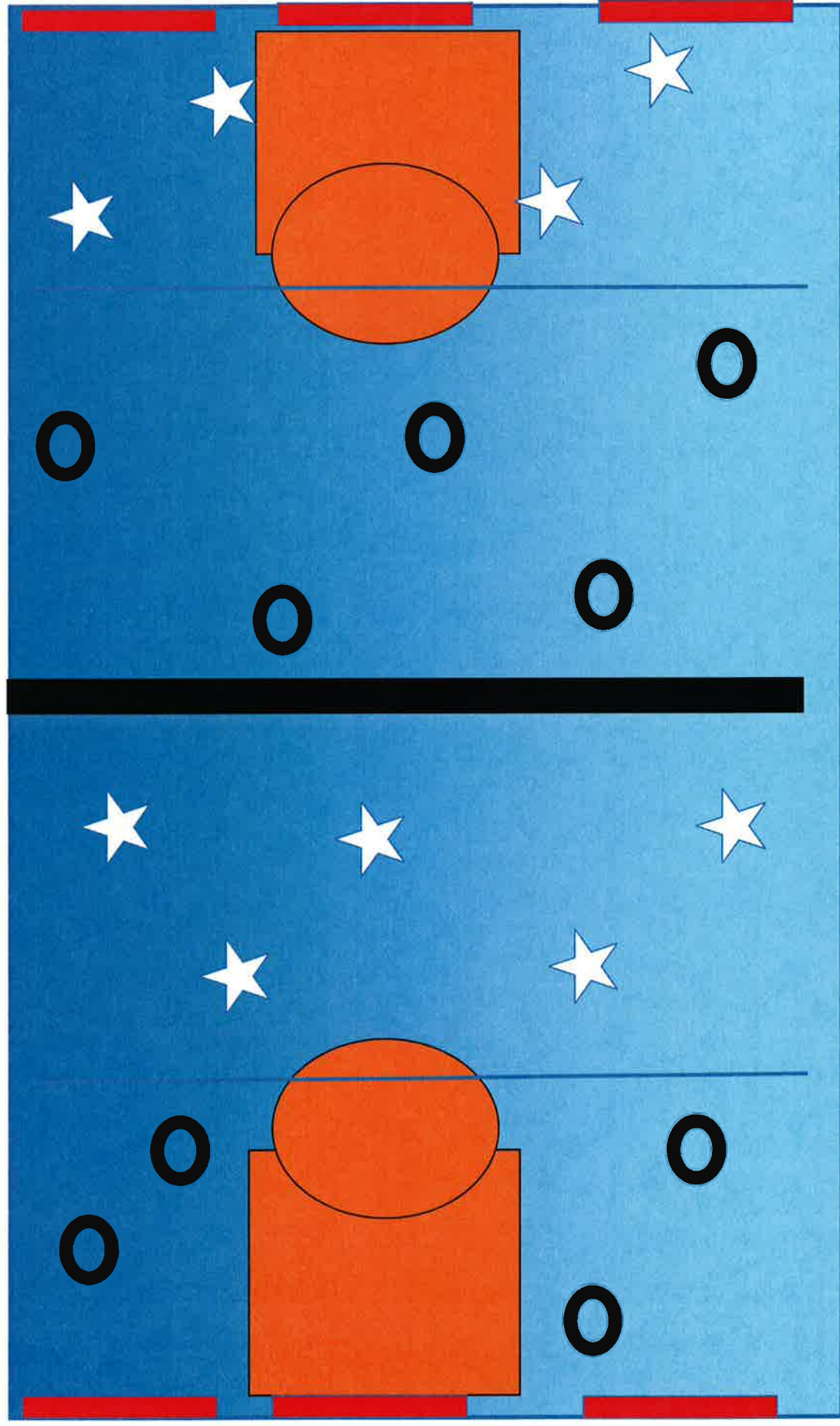
Have students start on opposite sides of the gym. Rotate lines and rotate activity.





Add three goals  
for scoring  
options and play  
with two balls.

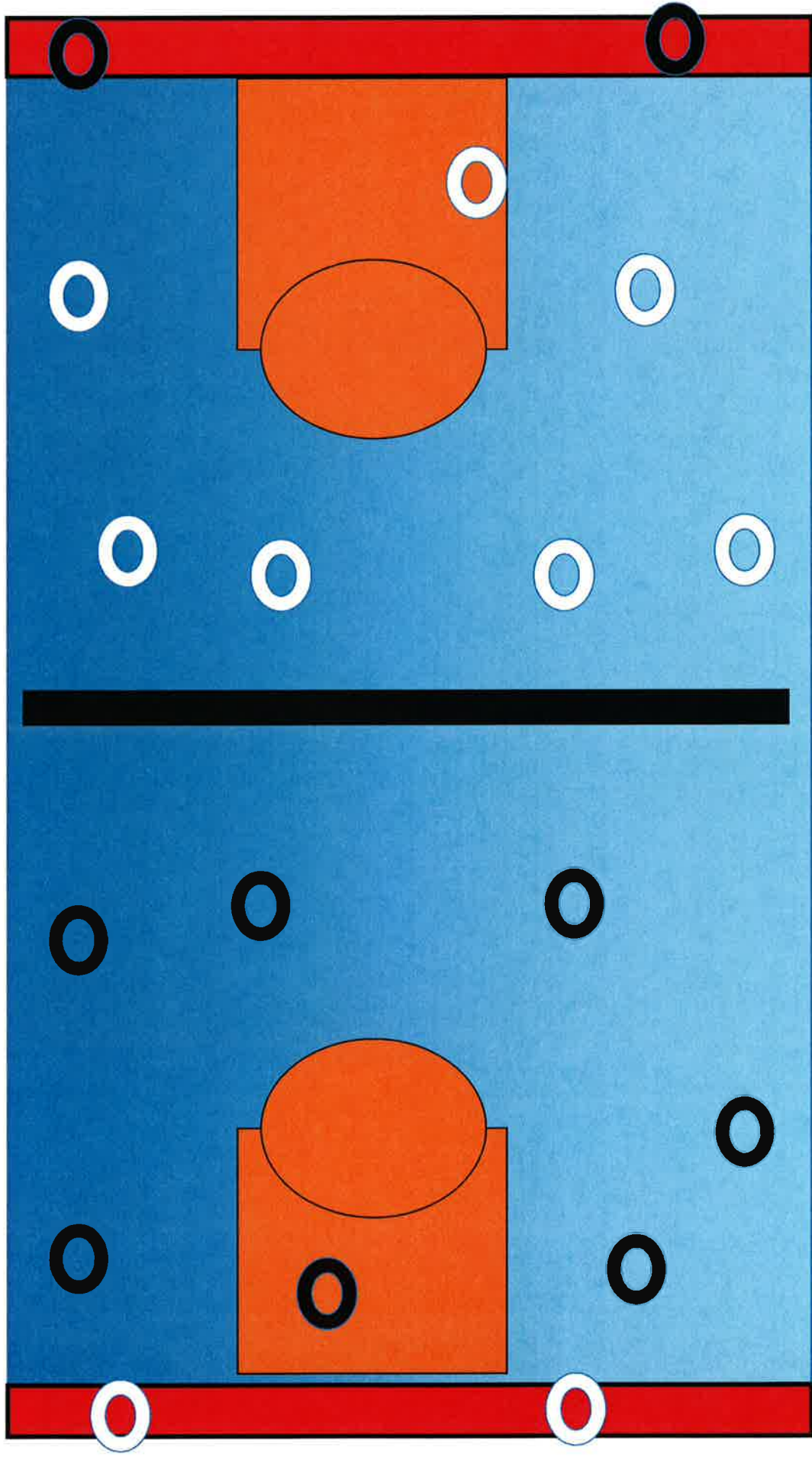
# FOOSBALL STYLE



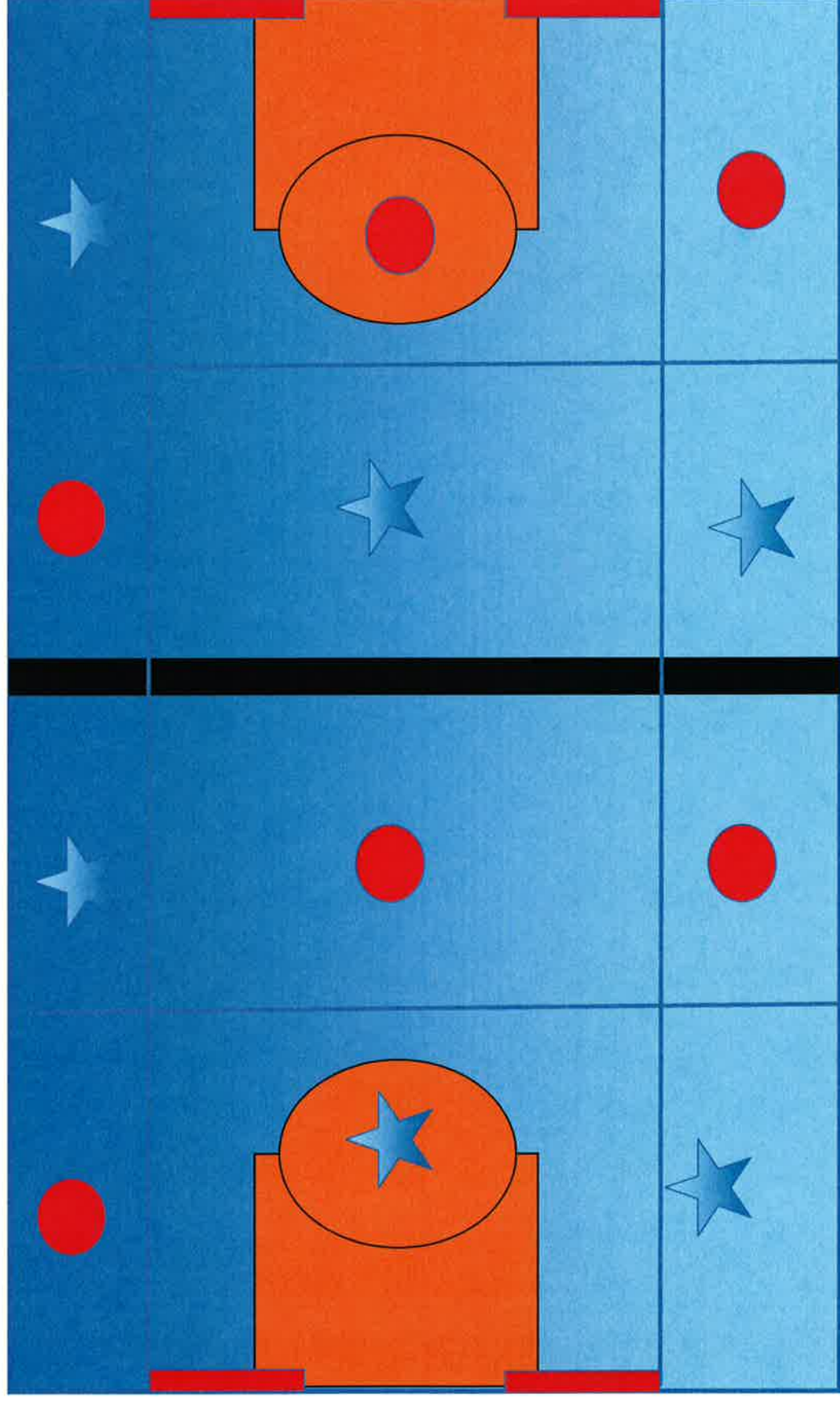
Two players position  
on end line as the  
scorers.

# RUGBY STYLE

No more than 4  
players may enter the  
opposite court.



# BOXES & LANES STYLE



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